

**Equality Impact Assessment (EQIA)**

<b>Title of Policy, Procedure, or Relevant Practice:</b>	IT Acceptable Use Policy	
<b>Lead Officer:</b>	Director of IT	
<b>Type of Policy, Procedure, or Relevant Practice:</b>	New: <input type="checkbox"/>	Existing/Reviewed/Revised: x
<b>Date of Assessment:</b>	28/4/20	

**Step1: Outcomes and Potential Impacts**

**1A. What are the intended consequences (outcomes) of the policy, procedure or relevant practice?**

This policy has been created to define the terms of acceptable use of information technology throughout the College.

**Step 2: Consideration of Evidence and Information**

**2A. What information do you plan to use as the basis of this EQIA?**

It is recognised that the student & staff population represent the full range of protected characteristics and that there is a duty to make the Policy accessible, fair, and effective for all.

**2B. Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

(What does the information indicate about potential positive, neutral and negative impacts on people who share protected characteristics? Are the needs of people with different characteristics met? Does the policy, procedure, or relevant practice affect some groups differently?)

Protected Characteristic	Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information
Age	Neutral – the policy relates to users of all ages with no increased industry evidence of increased risk linked to specific age ranges.
Disability	Neutral – Use of clear, non-technical language. The Policy should be easily found on the College website.
Gender Reassignment	Neutral - Use Inclusive positive language throughout, e.g. “they/their” rather than “he” and/or “she”.
Protected Characteristic	Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information

Marriage & Civil Partnership	neutral
Pregnancy & Maternity	Neutral - recognise that pregnancy/paternity leave might result in users being unaware policy has been reviewed. Ensure awareness is raised on return from leave.
Race	neutral
Religion or Belief	neutral
Sex	neutral
Sexual Orientation	neutral

**Step 3: Consider Alternatives and Mitigation**

**3A. Are you able to reduce any potential negative impacts identified above?**

Yes:  No:  N/A:  **If N/A, go to Step 4**

**3B. If “Yes”, what arrangements could be implemented to reduce any potential negative impacts identified above?**

**3C. If “No”, it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.**

**(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Diversity & Equalities for direction.)**

**Step 4: Compliance with General Equality Duty**

**4A. Does the policy, procedure or relevant practice comply with the three parts of the general duty:**

- **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.**
- **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
- **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Yes: x No:  **For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information**

**4B. If “Yes”, how?**

It is expected that by raising user awareness of related issues via training and development, the overall equality impact will be positive, and Policy will comply with the General Equality Duty.

**4C. If “No”, what are the negative impacts and the associated risks?**

**4D. If “No”, What arrangements exist, or could be implemented to better comply with the general duty?**

**Step 5. The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics**

**5A. Who has been involved in the undertaking of this assessment?** (Please detail the staff/student/stakeholder groups)

IT Team & Equality Diversity & Inclusion Teams

**5B. How successful has this been, and what changes can be made to improve this process in the future?**

Constructive feedback was obtained and incorporated into the policy. Socialise policy at an earlier stage.

**5C. If you have further involvement to carry out, please list who you are going to involve and how?**

ED&I Team to review

**Step 6: Making a decision and outcome**

**6A. What is your decision?**

**6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?**

Yes: x No:

**6C. If “Yes”, clearly explain upon which basis this decision was made**

The Policy was revised following initial EQIA. This current revision takes account of this learning.

**6D. If “No”, what changes will you make before implementation?**

**Step 7: Taking action and monitoring**

**7A. What action will we take?**

Review and approval of the Policy was undertaken prior to implementation of the previous version

**7B. Who will take that action?**

Director of IT

**7C. When will that action be completed?**

Action completed prior to approval in May 2020 (Senior Management Team).

**7D. Once implemented, how will the policy, procedure, or relevant practice be monitored?**

By IT Team.



**Miscellaneous**

Additional Information (please insert any supporting information, or data here)

**Sign-off, authorisation and publishing (Signature not to be published on external web page)**

**For College records, but not for publishing publically**

- The information contained within this EQIA needs to be confirmed and approved as the completed EQIA will be published on the College web-site.
- As such, EQIAs must be approved by a Director or above.
- Ask a Director to review and sign off the EQIA (an electronic signature will suffice, as long as a paper copy follows).
- Following completion, send an electronic copy to both the Equalities, Diversity and Inclusion Manager and College Secretary/Planning.

<b>Name:</b>	Barry Ashcroft
<b>Position:</b>	Director of IT
<b>Signature:</b>	
<b>Date:</b>	01/05/2020

## Summary of the General Duty of the Equality Act 2010

Components	Due Regard
A public authority must, in the exercise of its functions, <b>have due regard</b> to the need to:	Having due regard specifically involves taking steps to:
a)	Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic * b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	a) Tackle prejudice. b) Promote understanding.

'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a function is to equality, then the greater the regard that should be paid.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership \*
- Pregnancy and Maternity
- Race

- Religion or Belief
- Sex
- Sexual Orientation

\* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for **all** stakeholders